



Lamar University – M.Ed. in Educational Technology Leadership

Reflections of ITSE Standards

Course Number:	Course Name:	ITSE Standard
EDLD 5370 ET5398	Educational Technology Leadership Internship	TF-III: Teaching, Learning, and the Curriculum

Description of the Assignment/Performance Tasks	ITSE Standard:
<p>Note: Reflection at a critical level means writing text that reveals your opinion of the reading or experience, why you hold that opinion, how the experience/assignment/reading could be improved, how you see the reading or experience as consistent or inconsistent with what you have learned so far, implications for the future, etc. Reflection should include more content than just a recitation of facts and you should document your writing with a minimum of 3 references.</p> <p>Self –Assessment</p> <ol style="list-style-type: none"> 1. Critically reflect (see note above; not just recitation of facts) upon the knowledge you gained from the assignment. (3 Points) 2. Critically reflect upon the relationship between any new information you gained from the assignment with old information you previously held to be true. (2 Points) 3. How did the relationship 	<p>Educational technology facilitators apply and implement curriculum plans that include methods and strategies for utilizing technology to maximize student learning.</p> <p>“Data suggests that today’s students not only desire but need engaging, media-rich learning experiences to maximize their learning potential” (Williamson & Redish, 2009, p.59). Currently, my campus is working towards creating meaningful media-rich learning environments for our students. Our campus data suggests that classrooms with more engaging media-rich environments have resulted in higher student achievement on standardized tests. Our data also suggests that some classrooms “seem to be falling short of meeting the learning needs of digital-age learners” (Williamson & Redish, 2009, p.59). In order to address our campus needs, we have implemented a multitude of professional development opportunities that included methods and strategies for utilizing technology to maximize student learning.</p> <p>“After the classroom experience of acquiring and integrating new skills knowledge, students need time to practice, review, and apply this new learning so that they may make it permanent” (Pitler, 2007, p. 165). I think this statement holds true to educators too. Many of my colleagues complain that they do not have time to practice or apply new technology skills that I have shown them. I have had many people request that I team-teach with them, because they want to learn the technology and apply it within their classroom. It is exciting to see that more teachers on my campus “see the relationship between effort and achievement” (Pitler, p. 160, 2007). Our campus is going to continue Project-Based learning next year, because staff members are seeing the vital role technology plays in student effort and achievement.</p>

<p>between the old and new information you learned affect your personal experience with the assignment? (2 Points)</p> <p>Learn as a Learner</p> <ol style="list-style-type: none"> 1. Critically reflect (see note above; not just recitation of facts) upon your approach and strategies used in completing the assignment. (3 Points) 2. Critically reflect upon how you learn as a learner and how you assess your own performance in completing the assignment(s). (2 Points) 3. How did your learning and interaction with colleagues (such as discussion forum, web conferences, wiki and blog participation, etc.) affect the results of your performance? (2 Points) <p>Lifelong Learning Skills</p> <ol style="list-style-type: none"> 1. Critically reflect (see note above; not just recitation of facts) upon what you gained about learning and how you learn that will impact your future learning. (3 Points) 2. How will your past interactions and collaborations with colleagues impact your future learning experiences? (2 Points) 3. As a lifelong learner, what questions or issues challenge you and are worthy of future research or investigation? (2 Points) <p>Additional Criteria</p> <ol style="list-style-type: none"> 1. Content posted to e-Portfolio wiki/blog/Google site (1 Point) 2. Mechanics (1 Point) 3. APA Format (1 Point) 4. Minimum of 3 References (1 Point) <p>(Maximum 25 points)</p>	<p>In chapter 3 of <i>ITSE's Technology Facilitation and Leadership Standards: What Every K-12 Leader should know and be able to do</i>, educators and leaders can learn how to close the achievement and curriculum gaps that often burden school districts (Williamson & Redish, 2009, pp.57-76). It refers to the Universal Design of Learning (UDL) as one way to close these gaps. During my internship, I learned that "UDL does more than insist on flexibility; it provides teachers with the information and resources they need to achieve it" (Rose, D., & Meyer, A., 2002, Chapter 4). In EDLD 5364 Teaching with Technology, our team project allowed us the flexibility to be creative thinkers while creating a UDL unit that would simplify a classroom teacher's integration of technology. We were able to provide the teacher with the resources that he/she needed to achieve an engaging learning environment through technology integration. By creating our team blog, we gave the teacher flexibility in using a variety of resources that are all accessible from one blogster poster.</p> <p>Our team's collaborative experiences are an epitome of Pitler's statement, "web-enabled collaborative learning has evolved dramatically from its initial use as a simple way for students to look up information together on Web sites" (Pitler, 2007, p.144). The activities and collaboration throughout that project allowed us to evolve as technology leaders. Throughout that collaborative team project we used new technologies that gave us the "opportunity to respond to the multifaceted individual differences in our student population by providing more varied media, tools, and methods" (Rose, D., & Meyer, A., 2002, Chapter 1).</p> <p>Pitler, H., Hubbell, E., Kuhn, M., & Malenoski, K. (2007). Using technology with classroom instruction that works. Alexandria, VA: Association for Supervision and Curriculum Development, 139-164.</p> <p>Rose, D., & Meyer, A. (2002). Teaching every student in the digital age: Universal Design for learning. Alexandria, VA: Association for Supervision and Curriculum Development. Chapter 1 & 4. Available online at the Center for Applied Special Technology Web site. Retrieved October 5, 2009, from http://www.cast.org/teachingeverystudent/ideas/tes/</p> <p>Williamson, J. & Redish, T. (2009). <i>ITSE's technology facilitation and leadership standards: What every K-12 leader should know and be able to do</i>. Eugene, OR: International Society in Technology Education, pp. 57-76.</p>
--	--

